DOCUMENT RESUME

ED 121 480 PS 008 553

AUTHOR Prior, Daniel R.
TITLE An Inner City Program That Works.
INSTITUTION New York City Board of Education, Bronx, N.Y. District 7.
PUB DATE 3 Mar 76
NOTE 30p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage
DESCRIPTORS Achievement Tests; *Early Childhood Education; Individualized Instruction; Inner City; Inservice Education; Instructional Materials; Learning Disabilities; Paraprofessional School Personnel; Perception Tests; Preservice Education; *Primary Grades; *Program Descriptions; *Remedial Mathematics; *Remedial Reading Programs
IDENTIFIERS *Elementary Secondary Education Act Title I; ESEA Title I; New York (New York)

ABSTRACT

The Developmental Learning Program described is a Title I program designed to significantly improve the reading and math skills of children with developmental learning problems. A total of 285 first graders in 10 inner city New York City schools participated in the individualized, eclectic program during the period covered by the report, November 1973 to June 1974. The program utilized a resource room model staffed by teachers and paraprofessionals with preservice and monthly and weekly inservice training. Individual and small group student instruction periods ranged from 2-4 per week for 45 minutes each. Multisensory and teacher made materials were used to assist students in mastering perceptual and motor skills. The Prior Evaluative Instrument for Perceptual Development (PEIPD) was administered at the beginning of the program to determine individual strengths and weaknesses in five areas of functioning (gross and fine motor, spatial organization, visual and auditory). A copy of the PEIPD is contained in the appendix. Findings were based on extensive testing, observations, interviews, and surveys with various program personnel. Test results indicated that there was a positive gain in grade equivalent between pretesting and posttesting with the Wide Range Achievement Test. (ED)

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"AN INNER CITY PROGRAM THAT WORKS"

Dr. Daniel R. Prior

Director

* The Developmental Learning Program
529 Courtlandt Avenue
Bronx,N.Y. 10451
(212) 635-4112

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INTRODUCTION

The Developmental Learning Program is a Title I program whose goal is to significantly improve the reading and math skills of children with developmental learning problems.

A child with a developmental learning problem is defined as a child with near average, average to above average intelligence who is functioning below average in one or more academic areas such as reading, arithmetic, writing, spelling etc.

This academic deficiency occurs in spite of satisfactory learning conditions and is not primarily due to emotional, social, physical or inteliectual factors.

Following is a descriptive and statistical report of the program as it functioned during the school year from November 1973 - June 1974.

PROGRAM DESCRIPTION

The Developmental Learning Program was originally directed to approximately 210 first grade students in seven schools. In late March, an additional 75 students in three other schools were added.

These schools were located in District 7 (South Bronx), New York City. The population of this district consists almost entirely of inner city, minority group children. (Approximately 60% Puerto Rican, 39% Black and 1% other).

The program utilizes a resource room model so that the children attend their regular classes and follow their regular schedule except for the periods during the week when they are scheduled for the Developmental Learning Program.

OBJECTIVES OF THE PROGRAM

First grade students with developmental learning problems will improve in reading and math skills.

In reading, students will demonstrate achievement beyond expectation ($P = .05$) as measured by the Wide Range Achievement Test.

In mathematics, students will demonstrate achievement beyond expectation ($P = .05$) as measured by the Wide Range Achievement Test.

ACTIVITIES

The activities of this program included teacher and paraprofessional training, teacher and paraprofessional conferences with the program coordinator and small group and individual instruction of the target population students in specially designated classrooms. The instruction periods ranged from two to five per week and lasted approximately 45 minutes.

Developmental Learning teachers and paraprofessionals will take a maximum of eight students to a special classroom for instruction and practice in math and reading skills. The team will provide both group and individualized instrucion.

Training of teachers and paraprofessionals will be provided at monthly meetings with the Developmental Learning program coordinator. The coordinator will meet with each team of teachers and paraprofessionals one-half day per week for

individual team conferences In addition, teachers are allowed one-half day per week to attend a resource training centers, and paraprofessionals have one-half day per week training sessions with guidance counselors.

Multi-Sensory learning materials will be provided to assist students in mastering perceptual and motor skills. Teachers and paraprofessionals will also make materials of their own use with the children.

STAFF

1. District Staff

The Developmental Learning Program had a coordinator who worked with teachers in training and selection of students and coordinated the program activities, in addition to evaluating programs for individual students, observing and working with groups of students and ordering and demonstrating materials. A senior clerk took care of the paper work and assisted the coordinator.

2. School Level

Each school had a Developmental Learning teacher and an educational assistant who worked jointly or individually with small groups who came into the developmental learning room.

INSTRUMENTS

1. Tests

a. The Wide Range Achievement Test was administered as pre-test and post-test to all the students in the sample in reading and math. A t-test analysis determined if the change between pre-andpost test was significant.

*b. The Prior Evaluative Instrument for Perceptual Development (P.E.I.P.D.) was administered to determine individual strengths and weaknesses in five areas of functioning (Gross Motor, Fine Motor, Spatial Orientation, Visual and Auditory).

The purpose of this instrument is to provide information for individual or small group programming.

* A copy of the test is provided in the appendix

PROGRAM IMPLEMENTATION

Selection of Schools

Seven schools participated in Phase I of the program, which began in mid-November 1973. Four of these were schools which had made a committment of personnel and materials to the program (out of their tax levy funds) during the previous year. Three schools were added at the suggestion of the school board.

During the year, other schools committed themselves voluntarily to the program. Among these were three schools, which, in early April 1974, during Phase II of the program, accepted Title I funding and became an official part of the Developmental Learning Program.

Selection of Students

Students were selected in several stages. The first stage involved a gross screening of all first graders in the selected schools. Teachers administered a test in which students were asked to copy a circle, square, diamond and triangle and then to draw a person. The results of this test were interpreted by the coordinator and trained teachers. If the student had problems with the test, but was still functioning well academically, he/she was not included in the program. If, however, a student performed satisfactorily on the test, but exhibited confusion in the classroom, he/she might still be included. Students who had difficulty with both the test and academic functioning would, of course, be included in the next stage of the screening process. The gross screening usually yielded between 40 and 50 potential participants in each school.

The next stage of the screening was the administeration of the P.E.I.P.D. (The Prior Evaluative Instrument for Perceptual Development). This test provides a 1 - 3 rating scale on perceptual-motor skills where 1 = above average, 2 = average and 3 = below average. This test had two purposes: to determine the students' areas of weakness and to determine who of the 40 - 50 students needed the most help.

If the P.E.I.P.D. still had not eliminated enough students to attain the 30% per school goal, the Wide Range Achievement Test scores were used, with students scoring the lowest included in the program. Students' attendance records were also taken into consideration when selecting the target population.

STAFF RESPONSIBILITIES AND DEMOGRAPHICS

The staff employed in November to administer this program included the coordinator, seven developmental learning teachers (full time), seven paraprofessionals, (5 hours per day) and a senior clerk (part-time). In April, three additional full-time teachers and three more paraprofessionals were added to the program.

Five of the teachers had experience in last year's program and five were new to the program this year.

Survey forms were sent to the seven original paraprofessionals. Five were returned and they yielded the following demographic information:

* All of the paraprofessionals were non-college graduates. English was the first language of four of them and Spanish the first language of one, with English as the second language.

* Three paraprofessionals had worked one year in their present school, one had worked for three and one worked for four years. Additionally, two had worked for two years in other New York City public schools in District 7 and one had worked for five years in other District 7 schools. Four respondants had worked for only one year in this program and one had worked for two years.

TRAINING

Training in this program was intensive and continuous. The Teachers and Paraprofessionals had one full week of training at the beginning of the program in the middle of November. The initial group training was followed up by weekly half day supervisory sessions in each school and monthly meetings with all teachers and paraprofessionals. Both weekly and monthly sessions were conducted by the program coordinator.

The monthly meetings were attended by the coordinatorm guidance counselors and all teachers and paraprofessionals in the program. These meetings were informal and directed by the program coordinator. The structure was largely a discussion of questions and issues raised by the coordinator or members of the staff. Participation was active and enthusiastic, with teachers speaking most frequently.

Topics in these monthly meetings varied with the time of the year. However, sharing of new teacher -or paraprofessional- created techniques and materials was central in all meetings. Curriculum, case histories, diagnostic methods, logs and students' personal problems were most often discussed earlier in the school year. Re-evaluation and regrouping of students, teacher-parent communication, expansion of the program and follow-up of gains from this year were discussed in the final meetings. In addition, all meetings provided an opportunity to share and air problems. The coordinator or teachers introduced topics most often, although counselors and paraprofessionals also participated in this way.

In addition, paraprofessionals spent one afternoon a week in training sessions with guidance counselors. These sessions were primarily concerned with instructional techniques. Discussion rather than lectures was the format. The training counselors emphasized self-discovery of teaching principles and, as a result, the information was more meaningful to the paraprofessionals.

Meetings and training sessions were usually about two to two and one-half hours long. Attendance was reportedly good. All or most all of the staff was present in the three group meetings observed and almost all of the paraprofessionals attended their training session.

The only difference in training of teachers and paraprofessionals was that teachers were allowed one-half day per week to attend resource training centers, while paraprofessionals had one-half day per week training sessions with guidance counselors.

PROGRAM ORGANIZATION

In each of the seven participating schools, small groups of target population students attended a special class. In two weeks, all the students attended classes four times a week. In the other schools, students attended class between two and five times a week with most groups attending four times. Most classes lasted approximately 45 minutes, but they varied from as little as 30 minutes to as much as one hour and 45 minutes. The number of times a group of students was seen, as well as the length of the sessions, was determined by their needs. All schedules were flexible.

The students were taught by a developmental learning teacher and/or paraprofessional, either individually or in groups of from two to eight. Students were grouped

for each session according to their problem area (visual-motor, auditory, mixed or multi-sensory.).

Teachers planned their programs on an individual basis for each student, based on the diagnosis of his/her disabilities and daily performance, as well as for groups of students with similar problems. The teachers kept a log for each student, showing which skills had been mastered, which needed to be worked on and the activities which the student had participated in during each period. Most of the teachers prepared daily lesson plans while some prepared weekly plans with daily modifications as needed. While teachers did the actual planning, they often consulted with their paraprofessionals, the program coordinator and the guidance counselors before making their decisions.

The amount of time the teachers and paraprofessionals spent together daily planning varied from 45 minutes to 2 hours, with an average of approximately 1½ hours.

All of the students in the program worked with both teachers and paraprofessionals at one time or another. In most schools teachers and paraprofessionals alternated with neither taking sole responsibility for any particular group of student. The exceptions were one school in which the paraprofessional took the predominantly Spanish speaking students and those who were very slow and another school in which the paraprofessional worked in Math with the students in the multi-sensory groups.

Several of the DLP teachers found that there was insufficient time to coordinate their efforts with those of the classroom teachers. Some reported holding formal conferences and all indicated that they held informal confe rences during lunch hours and prep periods.

MATERIALS

The following materials were available in all of the seven different classrooms observed: Peabody Language Kit, Dubnoff Excercises, templates, buzzer board and cards, modeling clay, drawing paper and three-dimensional letters and numbers. Five classes had Continental Press Rexograph Masters, four had walking beams and Whittman paperbacks and three had balance boards.

Among other commercial materials observed in use were construction paper, pegboards, plastic teddy bears for counting, chalkboards and chalk, beads for counting and stringing, Cuisenaire rods, color cards, magic markers, teaching typewriters, pictures of clothing, alphabet books, percussion instruments, Language Master, cassette tape recorders, sequence games, miniature objects, mirrors, scissors, paint, crayons, paste, paint and brushes.

Teacher-made materials were an important element in this program. Since instruction was on an individualized basis, appropriate commercial materials were not always available. The teachers and paraprofessionals were very resourceful in creating and using their own instructional materials. Among these were blocks with felt math symbols and dots, large letter cards, flashcards, rexographs, boxes filled with beads or salt (to practice writing letters and numbers), cardboard templates, egg cartons with bean counters, cardboard rolls (for amplifying sounds) and three dimensional letters and words.

INSTRUCTIONAL PROCESS

The instruction in this program was highly individualized and eclectic. There was no one method or approach used for all children but rather a utilization of, and search for, a technique which would satisfy the needs of the child at this particular time.

For this purpose, the teachers frequently used feedback systems with the students. Students were constantly praised for their participation and correct answers and were encouraged in a positive manner to try again when they made errors. Another strong area was the variation in the presentation of subject matter. Students were grouped according to their perceptual problems and often were given individualized instruction according to their needs.

TIME SPENT IN NON-PUPIL & PUPIL DIRECTED ACTIVITIES

The following tables indicate the time spent in direct pupil contact and in other services and indicates the type of activity engaged in.

However, it should be clearly understood that no statistical breakdown of minutes spent or percentage of time devoted to an activity can accurately portray the quality of service given.

To prepare adequately for a 30 minute instruction for an individual or a small group may take a half hour or two hours. It may be acomplished by one person or may require consultation with two or three persons.

Within reason, as much time as was necessary was spent in planning and evaluation of instructional activities.

TABLE 1 : Teacher and paraprofessional Activity (percentage of time spent in each activity for teachers and paraprofessionals)

ACTIVITY	TEACHER	PARAPROFESSIONAL
Clerical	5%	3%
Administration	7%	8%
Instruction with Intact Class	21%	2%
Instruction with Individuals	13%	36%
Instruction with Small Groups	53%	45%
Supervising Class Activities		3%
Absent from room	1%	3%
Total Number of Observation minutes	950	910

Table 1 indicates that both the teachers and paraprofessionals spent a large percentage of their time instructing small groups. The greatest difference in how they spent their time in as in the category of instruction with intact class where the teachers spent 21% of their time and the paraprofessional only 2%. The other area in which there was a sizable difference was instruction with individuals. The paraprofessionals spent 36% of their time in this activity while the teachers spent only 13%. In all the other activities there was relatively little difference in the amount of time spent by the teachers and paraprofessionals.

Table 2: Percentage of Time Spent In Various Content Areas

STUDENT ACTIVITIES	TEACHER	PARAPROFESSIONAL
Oral Language Skills	67%	38%
Comprehension Skills	24	19
Oral Reading	43	19
Motor-Perceptual Skills	57	62
Math Computation	19	24
Math Concepts	29	43
Auditory Skills	62	24
Math Problems	51	19
Word Attack Skills	71	48
Visual Skills	62	33
Total number of observation	21	21

Table 2 shows that teachers worked on a greater variety of activities with the students during the total observations than did the paraprofessionals. However, the paraprofessionals dealt more often with motor-perceptual skills and math skills than did the teachers.

In most of the classes observed, teachers dealt with word attack, oral language, visual and auditory and motor-perceptual skills. Paraprofessionals spent less time in these areas except motor-perceptual than did teachers.

PUPIL ACHIEVEMENT

1. Evaluation Methodology

All students in the program were given the Wide Range Achievement Test, Level I in reading and math. Students who were part of the original target population were pre-tested in November, students in the three schools which joined the program later were pre-tested in June.

The reading section of the test consisted of word recognition; students must read and correctly pronounce words. This section is individually administered.

The mathematics section deals with simple computation, adding, subtracting, multiplying and dividing as well as fractions, percentages and translation of wholes into units.

2. Reading

Table 3 reports information regarding the number of students and the mean grade equivalent on the pre-test, post-test and gain between pre-and-post-test. The reported scores are all converted scores indicating the grade level of the students tested.

TABLE 3: Mean and Standard Deviation for the Pre-Test, Actual Post-Test, Gain between Pre-and-post-test, t-test values for the Gains on the Reading Subtest of the WRAT for First Grade Students Taking the Pre-test in November and May.

Subtest	II	Pre-Test		Actual Post-Test		Gain		T-Test
		Mean	SD	Mean	SD	Mean	SD	Values
Reading (November Pre-test)	164	K.41	.36	1.25	.49	.84	.49	21.95
Reading (May Post-test)	62	K.54	.51	K.90	.41	.37	.33	8.83

1. All scores are grade equivalent scores.

2. T-Test values are significant beyond the .05 level.

NOTE: The test norms for the pre-test were 1.3 (November) and 1.8 (May) and for the post-test 1.9.

a) Pre-Program Level

The data from the pre-test indicate the following conclusions:

Students as a group scored well below the test norms when the program started. They scored lower than expected of them if they had conformed to the national sample. This result was expected from the definition of Title I eligible students and the fact that these students had perceptual problems.

The mean grade equivalent for the sample was about nine months below the national level for those students taking the pre-test in November and about one year, three months below for students pre-test in May. This means that students in the program started the first grade with a reading ability at a level equal to a kindergarten sample.

There were differences among students in their reading scores as indicated by the size of standard deviation. The range of scores needed to include 96 percent of the students was a range of about one year, four months for the November group and two years for the May group. This means that the differences between individual scores were in some cases as large as almost two years. It is clear that the total sample was a heterogeneous group according to the students' individual scores. Students pre-tested in May were more heterogeneous than those tested in November.

b) Pre- and Post- Test Change

The column labeled "Gain" indicates the mean and the standard deviation of the differences between pre- and- post test scores for each student. From this column the following conclusions can be drawn:

There was a positive gain in grade equivalent between pre and post test. Students pre-tested in November scored about eight months higher than their mean score when they started the program and students pre-tested in May scored almost four months higher.

The gap between mean grade equivalent and national level decreased during the school period. This means two things: 1) Students at the end of the program were still behind the national norms; 2) at the end of the program the students were higher in relation to the national norms than they were when the program started. Students improved during the program more than the national sample did, and, therefore, the gap between mean grade equivalent and national level decreased by the end of the program.

Students taking the pre-test in November gained eight months in six months time and those tested in May gained almost four months during one month in the program.

The standard deviation for the November group increased on the post-test indicating a greater degree of heterogeneity when the program ended than when it began. Students in the May sample showed a decrease in heterogeneity as indicated by the standard deviations, indicating that students formed a more homogeneous group when the program ended than when the program started.

The high standard deviations for the gains indicate that students did not improve at the same rate.

The change between pre and post test was positive and significant. The change was large enough so that it could not be accounted for by chance alone. In the abilities measured by this subtest, students in both groups showed a real and marked improvement.

Table 4 reports information regarding the number of students and the mean grade equivalent on the pre-test, post-test and gain between the pre-and-post test. The reported scores are all converted scores indicating the grade level of the students tested.

TABLE 4: MEAN ans STANDARD DEVIATION for the Pre-Test, Actual Post-test, t-test Values for the Gains on the Math Subtest of the WRAT for the Firs Grade Students, Taking the Pre-Test in November and May.

Test	N	Pre-Test		Actual Post-test		Gain		t-test
		mean	SD	mean	SD	Mean	SD	values
Math (Pre-test) November	155	K.17	.52	1.39	.67	1.22	.58	26.19
Math (Pre-test) May	64	K.40	.58	K.83	.57	.42	.35	9.60

1. All scores are grade equivalent scores.

2. T-test Values are significant beyond the .05 level.

NOTE: The test norms for the pre-test were 1.3 (November) and 1.8 (May) and for the post-test 1.9.

a) PRE-PROGRAM LEVEL

The data from the pre-test indicate the following conclusions:

Students as a group scored well below the test norms when the program started. They scored lower than expected of them if they had conformed to the national sample. This result was expected from the definition of Title I eligible students and the fact that these students had perceptual problems.

The mean grade equivalent for the sample was about one year, one month below the national level for those students taking the pre-test in November and about one year, four months below for students pre-tested in May. This means that students in the program started the first grade with arithmetic ability at a level equal to a kindergarten sample.

There were differences among students in their math scores as indicated by the size of standard deviation. The range of scores were in some cases as large as almost two years or more. It is clear that the total sample was a heterogeneous group according to the students' individual scores. Students pre-tested in November were slightly more homogeneous than those tested in May.

b) PRE and POST TEST CHANGE

The column labeled "Gain" indicates the mean and standard deviation of the differences between pre and post test scores for each student. From this column the following conclusions can be drawn:

There was a positive gain in grade equivalent between pre and post test. Students pre-tested in November scored about one year and two months higher than their mean score when they started the program and students pre-tested in May scored over four months higher.

The gap between mean grade equivalent and national level decreased during the school period. This mean two things: 1) students at the end of the program were still behind the national norem; 2) at the end of the program the students were higher in relation to the national norms than they were when the program started. Students improved during the program more than the national sample did and, therefore, the gap between mean grade equivalent and national level decreased by the end of the program.

Students taking the pre-test in November gained one year and two months in six months time (or two months for every one in the program) and those tested in May gained over four months during one month in the program.

The standard deviation for the November group remained about the same from pre to post test. There was little change in the heterogeneity of the group. The May group, however, had a larger standard deviation on the post-test than on the pre-test which indicated that the group did not gain the same amount or the same way.

The high standard deviations for the gains indicate that students did not improve at the same rate.

The change between pre and post test was positive and significant. The change was large enough so that it could not be accounted for by chnace alone. In the abilities measured by this subtest, students in both groups showed a real and marked improvement.

EVALUATION METHODOLOGY

Extensive testing, observations and interviews and surveys with various program personnel provided the basis for the findings.

SUMMARY OF FINDINGS

Based on the stated means of evaluation, data was collected and analyzed to determine whether the program has met its stated goals. The following constitutes a summary of the evaluation findings. These findings reflect the specific program objectives as listed above.

The first three objectives are collasped for the purpose of the findings.

Students improved significantly ($P \leq .05$) in both reading and math on the Wide Range Achievement Test. Students in the original population pre-tested in November gained over eight months in reading and over a year and two months in math during six months in the program. Students pre-tested in May gained three and a half months in math during one month in the program.

Developmental learning teachers and paraprofessionals did meet with small groups of students for approximately forty five minutes between two and five times a week.

Training of teachers and paraprofessionals was provided at monthly sessions and at half day weekly sessions. Teachers were also allowed one-half day per week resource training and paraprofessionals had one-half day sessions for training with guidance counselors. These training sessions were considered well conducted and useful by staff and Mobicentrics observers.

Multi-Sensory materials were provided and teachers and paraprofessionals made many of the materials in use in the program,

In conclusion,Mobicentrics (an independent evaluation agency) stated,of the Developmental Learning program,that. "In its first year under Title I, it has met every objective and proved to be one of the strongest programs in the district. The dedication of the coordinator and the strength of the staff make this program unique".

APPENDIX

THE

PRIOR

EVALUATIVE

INSTRUMENT

FOR

PERCEPTUAL

DEVELOPMENT

(P. E. I. P. D.)

DEVELOPED BY: Dr. Daniel R. Prior

* P.E.I.P.D.

The Prior Evaluative Instrument for Perceptual Development (P.E.I.P.D.) was designed for late kindergarten and early first grade,inner city children (approximately K5 to 1.5).

It taps five basic areas of functioning - Gross Motor; Fine Motor; Spatial Orientation; Visual; and Auditory. Its aim is to reveal relative strengths and weaknesses in the above five areas for the individual child.

Although the child is,in general,compared to an imaginery universal norm,the critical goal of this instrument is to indicate the inconsistencies within the childs' own universe.

This instrument can be used in many ways:

1. It can be used to indicate to the classroom teacher that there are certain areas in which the processing is poor and this this must be taken into consideration when planning for,or relating to,the child.

2. It can be used as a quick screening device to indicate that there are certain areas of weaknesses which should be evaluated in depth by more sophisticated approaches.

3. When taken together with information concerning the childs' academic functioning,it can be used to formulate a program of remediation and training for the child.

The P.E.I.P.D. is meant to provide an initial,in-school,evaluation upon which to build a meaningful,individual program for the child,and is not an exhaustive battery or clinical tool.

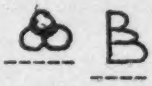
However,we find it to be most effective for our needs (in an inner city area) due to the fact that it is brief (about 20 minutes),simple to administer (just a pencil or crayon and some flash cards),easy for the child to understand (verbal directions are clear and simple and kept to a minimum) and easy to score (a 3 point scale is used in most instances and a verbatim recording for others).

*Address all inquiries in regard to this instrument to: Dr. Daniel R. Prior
320 W. 77 St.
New York,N.Y. 10024

MATERIALS NEEDED

1. A pencil and/or a crayon.

2. Flash cards (about 3 X 4) with the following:
(one to a card)

pat dog bud 2 3 5 79  B

SCORING

A numerical score (1,2 or 3) is used to indicate above average (1), average (2),and below average (3)

This is somewhat difficult for a person who is not familiar with the developmental norms for this age group but guidelines for scoring are included after each task in the manual.

There is no total score or cutoff. The purpose of the numerical scoring is to indicate relative strengths and weaknesses at a glance.

ADMINISTRATION

All instructions to the child are underlined and in quetations marks

Tasks do not have to be given in order but it is usually best to begin with Gross Motor activities and work down.

P. E. I. P. D.

(Prior Evaluative Instrument for Perceptual Development)

Prepared by Dr. Daniel R. Prior

I. GROSS MOTOR DEVELOPMENT

This section evaluated large muscle movement and the orientation of the body in space in relation to gravity.

1. BALANCE (On one foot)

Examiner tells the child. "Stand on one foot". If the child does not comply, demonstrate by quickly picking up your foot and putting it down again. If he picks up his foot and begins to put it down,encourage him to keep it up by moving your hand in an upward motion and saying, "Keep it up". After he has balanced for about five seconds,tell the child, "All right,put it down." Pause slightly and say, "Pick up the other foot".
*Note which foot he stands on first. This may be an indication that this is his strong side.

BALANCE: (On one foot) 1st foot _____ 2nd foot _____

2. HOPPING (Right foot)

Examiner says to the child, "Jump up and down on one foot like this." Examiner demonstrates. If the child stops after one or two jumps,encourage him to continue. After he has jumped up and down on one foot sufficiently to judge his performance,say, "All right,stop! Now jump on the other foot."

HOPPING Right foot _____ Left foot _____

3. HOPPING (One on each foot) ALTERNATELY

Say to the child, "Watch me". Examiner hops back and forth from one foot to another about five times. Say, "Now you do it".

ALTERNATE RIGHT AND LEFT FOOT _____

4. ALTERNATE HOPPING (Two on each foot)

Say to the child, "Watch me". Examiner hops twice on each foot about five times. Examiner says, "Now you do it" .
*For a child below 6-2,alternate hopping - two on each foot - is somewhat difficult and failure on this particular task is not as significant as failure on the other tasks.

ALTERNATE RIGHT AND LEFT FOOT _____

SCORING:

All of the above tasks are scored 1,2,or 3. 1 is above average,2 is average and 3 is below average.

1 would represent very good control and movement of all body parts. No flailing arms or adjustment of the upper body.

2 would represent a minimal amount of arm and upper body movement with an apropriate adjustment and completion of the task.

3 would represent a great deal of arm and upper body movement which does not lead to appropriate adjustment.

(One would also look for a real need to hold on to a support or a reluctance to attempt the tasks as a possible sign of poor functioning in this area.

II. FINE MOTOR DEVELOPMENT

This section evaluates the functioning of fine muscle systems, especially in relation to control and coordination of touch and release mechanics.

1. FINGER PLAY(DIADODOKINESIS)

RIGHT HAND: Examiner holds up one hand and says,"Watch me." With palm toward child, examiner touches thumb to index finger, then to middle finger, to ring finger and then back to the index finger. Examiner repeate this about three times and says, "Now you do it."

LEFT HAND: Examiner holds up the other hand and say,"Watch me." Examiner repeats above actions and instructions.

*BOTH HANDS: Examiner holds up both hands and says."Watch me." Examiner touch fingers of both hands as above and repeats instructions.
*(For a child below 6-2 Finger Play with both hands is difficult and failure on this particular tasks is not as significant as failure with one hand).

FINGER PLAY: LEFT_____RIGHT_____BOTH _____

SCORING:

1 - Very smooth functioning. Good touch and release in proper sequence.

2 - Child can skip a finger but movement should still be relatively fluid and child should progress from index finger toward little finger.

3 - Child misses tips of fingers. Goes in between fingers.

TOUCH FINGERTIPS

Examiner says, "Watch me". Examiner holds his arms straight out at his aides,shoulderhigh, closes his eyes, extends his index fingers and brings them together in a wide arc in front of him and tries to touch the tip of his fingers together
Examiner says, "Now you do it".

SCORING:

The above two tasks are relatively easy for a 6 year old. Therefore, there is little difference between (1) above average and (2) average. What you are looking for are gross errors - that is, very wide misses (3).

III. SPATIAL ORIENTATION

This section evaluates the ability of the child to judge his position in space from an internal and an external point of view.

1. LATERALITY

a) Have the child write his name.
b) Say to the child, "Show me how you eat soup."
c) Take a piece of paper and crumple it into a ball. Have the the child stand above 8 or 9 feet away and say, "I'm going to throw this to you - catch it!"
Throw the paper ball gently to the child and say "Now you throw it to me."
d) Drop the paper ball and kick it to the child. Examiner says, "Now you kick it to me."
e) Examiner rolls a piece of paper into a tube. Examiner brings it to his eyes and looks through it as though he is using a telescope. Examiner then hand it to the child (making sure that he hands it to the middle of his body) and says,"Now you look through it."

a) write_____ b)soup_____throw_____
d) kick_____ e)telescope_____

2. KNOWLEDGE OR LEFT AND RIGHT

Examiner reads the following instructions to the child: "Show me your right hand,"Show me your left hand,"Touch your nose with your left hand," Touch your nose with your right hand",

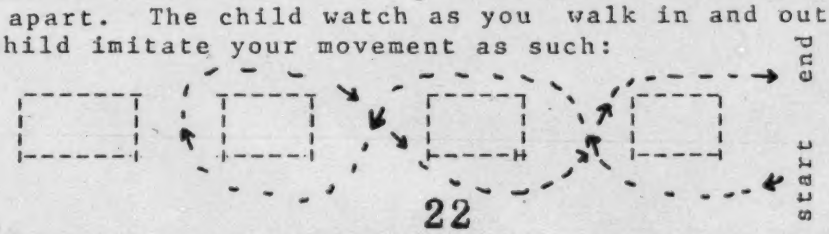
a)Show right hand ____show left____b) touch your nose with your left hand c) touch your nose with your right hand____
d) touch your nose with your right hand_____

SCORING :

For the above tasks there is no numerical score. The examiner merely puts "R" for right and "L" for left.

3. DIRECTIONS IN SPACE:

Imitation of movements. Arrange 4 chairs in a line about 24 inches apart. The child watch as you walk in and out of chairs. Have child imitate your movement as such:



SCORING:

No scoring has been standardized for this task. However, examiner should look for a great deal of directional confusion or inordinate bumping into chairs.

IV. VISUAL DEVELOPMENT

This section evaluates the childs' ability to process visual stimuli and translate it into motor movement.

1. VISUAL TRACKING

Examiner holds a pen or pencil with something distinctive at the top like a shiny top or a tack stuck in the eraser. Examiner holds the pen about 18 inches from the child at eye level and says,"Watch this with your eyes just follow it with your eyes - don't move your head." Examiner then moves it laterally, left and right and notes the movement of the childs' eyes. After about a couple of swings back and forth, the examiner moves the pen vertically up and down.

LEFT AND RIGHT_____UP AND DOWN_____

SCORING:

1 - almost perfectly smooth movement of the eyes without any jerkiness or anticipation.
2 - some anticipation of change of direction with the eyes and slight movements of the head.
3 - very poor control of the eyes and head - jerkiness, jumping of the eyes far in anticipation of change of direction of the pen.

2. VISUAL MOTOR

a) Write your name (child should have written his name of the test of laterality.
b) copy words: Take words pat, dog and bud printed on card 3x4 inches with a magic marker, in a lower case print and put them, one at a time, at upper left hand corner of a blank piece of paper. Say to the child, "Copy this (pointing to word) here (pointing to paper)." When child is finished, remove card and put next word down.

WRITE YOUR NAME_____COPY WORDS: pat_____dog_____bud_____

VISUAL MEMORY:

Have the 2,3,5,79 and the 8 and B printed with magic marker on separate 3x4 cards and say to the child, "Now, I'm going to show you some things. Look at them carefully because I am going to take it away and ask you to copy it". Examiner holds card at the upper left hand corner of the paper for above 3 or 4 seconds and then takes it away.

VISUAL MEMORY: 2_____3_____5_____79_____8_____B_____

SCORING:

1 - practically one to one correspondence of model and child's drawing. reversals - good spacing.

2 - recognizable and relatively good correspondence - some reversals but good spacing.
3 - distorted and twisted letters - poor spacing - letters and words out of sequence.

*4. COPY SHAPES

Shapes (circle, square triangle, and diamond) are printed on separate card (3 X 4) and presented to child, one at a time at the upper left hand corner of the paper.
*This is not presented if the child has been given these shapes previously

SCORING:

1 all 4 shapes are drawn well.
2 - circle, square, and triangle are drawn well.
3 - only the circle and square are drawn well.

EXAMPLES FOR SHAPES

(CIRCLE SHAPE)

1- EXCELLENT -
2- ACCEPTABLE -
3 NOT ACCEPTABLE -

(square shape)

1- EXCELLENT -
2- ACCEPTABLE -
3- NOT ACCEPTABLE -

(triangle)

1- EXCELLENT -
2- ACCEPTABLE -
3- NOT ACCEPTABLE -

(diamond)

1- EXCELLENT -
2- ACCEPTABLE
3- NOT ACCEPTABLE

V AUDITORY DEVELOPMENT

This section evaluates the childs' ability to process auditory stimuli in relation to memory and motor systems.

(The spaces above or below the test items are for the childs' response. The score is for the whole subtest - not the individual items.)

1. IMITATION OF SOUNDS

Examiner says, "Say, Animal - basket - spaghetti - fap - cud - bod - blap - AEIOU."

(RESPONSE:) _____ _____ _____ _____ _____

animal basket spaghetti fap cud

_____ _____ _____

bod blap AEIOU(letter name)

_____
score

SCORING:

1 - adult pronunciation
2 - mispronunciation of one or two words
3 - 4 or more errors (animal, pasghetti etc.

2. AUDITORY MEMORY

Examiner says, "Now you say 2 - 23 - 385 - 3417 - 34239." (These numerals are said one per second.) BACKWARDS: Examiner says, "Now I am going to say some numbers but when I stop I want you to say them backwards. For example - if I say 1 - 2, then you would say (pause) 2 - 1. Do you understand,? All right, don't forget - you say them backwards (pause 6 - 3."

(Response)

					Backwards
2	23	385	3417	34239	63

Score

SCORING:

1 - 5 digits forward 2 digits backwards
2 - 4 digits forward
3 - failure at 3 digits forward

3/ WORD SEQUENCE

Examiner says, "Say I have a little red ball in my house."

(Response) _____

Examiner says, "Say "My friend had an ice cream cone after the movies yesterday "

(Response :) _____

score

SCORING:
1 - no errors in the first sentence. no more than one error in the second sentence.
2 - no errors in the first sentence. no more than 3 or 4 errors in the second sentence.
3 - 2 or more errors in the first sentence. More than 4 in the second sentence.

4. AUDITORY MOTOR SEQUENCING
Examiner takes a pen or pencil and hands it to the child. Examiner takes a pen or pencil and says, "Watch me ?" He then taps on the table. Examiner says "You do that right here." (pointing to table top). Examiner then says, "I am going to tap under the table like this(he does so out of sight of the child)

and you do the same thing right here"(points to top of the table). Examiner taps out the sequences as listed below. (For the multiple numbers it is sometimes best to hold the childs' hand until it is his time to tap or he will begin at the pause between the taps.)

(response:)

1	2	3	4

2-1	1-2	3-1	2-1-2

Score

SCORING:

1 - first row perfect. No more than one error in second row.
2 - first row perfect. No more than 2 or 3 errors in second row.
3 - 1 or more errors in the first row. 3 or more errors in the second row.

P.E.I.P.D. SCORING SHEET
Prepared by Dr. Daniel R. Prior

NAME _____ D.O.B. _____ DATE _____

ADDRESS _____ SCHOOL _____ GRADE _____

I. GROSS MOTOR DEVELOPMENT

1. Balance: (on one foot) 1st foot _____ 2nd foot _____

2. Hopping: Right foot (5times) _____
Left foot (5 times) _____

Alternate right and left foot (1 each) _____
Alternate right and left foot (2 each) _____

II. FINE MOTOR DEVELOPMENT

1. Finger play: left _____ right _____ both _____
2. Touch fingertips (eyes closed) _____
3. Touch nose-finger _____

III. SPATIAL ORIENTATION

1. Laterality: a) write _____ d) kick _____
b) spoon _____ e) telescope _____
C) throw _____

2. Knowledge of left and right: a) show right hand _____ show left hand _____
b) touch your nose with your left hand _____
c) touch your nose with your right hand _____
d) touch your nose with your right hand _____

3. Directions in space: Imitation of movements. Arrange 4 chairs in a line about 24 inches apart. Have child watch as you walk in and out of chairs. Have child imitate your movement as such:

IV. VISUAL DEVELOPMENT

1. Visual tracking: a) up and down _____ b) left and right _____
2. Visual Motor: a) write your name _____ b) copy words: pat _____ dog _____ BUD _____
3. Visual memory: 2 _____ 3 _____ 5 _____ 79 _____ 8 _____ B _____
4. Copy shapes: cross _____ circle _____ square _____ triangle _____ diamond _____

V AUDITORY DEVELOPMENT

1. Imitation of sounds: animal _____ basket _____ spaghetti _____ fap _____
cud _____ bod _____ blap _____ AEIOU _____
2. Auditory Memory: 2 _____ 23 _____ 385 _____ 34239 _____
Backwards: 63 _____ 524 _____
3. Word Sequence: I have a little red ball in my house.

4. My friend had an ice cream cone after the movies yesterday.
Auditory motor sequencing: tapping: 1 _____ 2 _____ 3 _____ 4 _____
2-1 _____ 1-2 _____ 3-1 _____ 2-1-2 _____

ABSTRACT

AN INNER-CITY PROGRAM THAT WORKS
(The Developmental Learning Program)

District #7 in the South Bronx, a district poor in material wealth is composed almost totally of minority group, inner-city children.

All of the problems, inherent in this type of situation is evidenced to the utmost in this area. Poverty, poor housing, lack of jobs, shoddy business practices, non-existent or limited services etc., etc.

However, it is a district rich in other elements. Close family relationships, cultural and racial bonds, a willingness to work hard and sacrifice for the children, a direct and open approach to people and problems and many positive, meaningful programs.

One of these programs - a program that works for inner-city children, is called the Developmental Learning Program.

At present, the program is funded under Title I, but it has functioned (on a smaller scale) on a voluntary, unfunded basis.

The basic goal of the program is to significantly improve the reading arithmetic skills of children with average potential who are functioning significantly below average in one or both of the academic areas.

The Developmental Learning Program utilizes a resource room model, selecting its population from first and second grade students. Each resource room has a full time teacher and a paraprofessional in each of the ten centers. A coordinator (who is also a psychologist), a resource teacher (assistant to the coordinator) and a secretary, complete the staffing.

Initial selection is made by the classroom teacher through the use of a simple classroom test which only requires the children to copy four shapes and draw a picture of a person. Evaluation, for the purpose of grouping and programming is done by the Developmental Learning Team with the Wide Range Achievement Test (W.R.A.T.) and the Prior Evaluative instrument for Perceptual Development (P.E.I.P.D.).*

Each child is seen individually, or in a small group, for about 30 or 40 minutes two to four times a week.

The remedial approach is eclectic, utilizing materials and techniques such as the Dubnoff School Program, the Peabody Language Development Kit, The Intersensory Reading Method, the Multi-Sensory method, Workjobs, the Fernald approach and many, many creative teacher made materials.

Programming for children is determined in relation to individual strengths and weaknesses and developmental level, and re-evaluated and changed as often as necessary.

Training of the staff is continual and meaningful. There are regular workshops, supervision, demonstrations of techniques and visits to other centers and facilities.

Statistically speaking, during a six month period of remedial work, the children in the program gained an average of one year and two months. (1.2) in arithmetic and eight months (.8) in reading.

As Mobicentrics and independent evaluation agency stated,"The change between pre and post test was positive and significant. The change was large enough so that it could not be accounted for by chance alone. Students in both groups showed a real and marked improvement."

Other significant findings are that over 40% of the children gained a year or more in reading and/or math and, even more striking is that, at the end of the program, 12% of the children were at grade level or above in reading or math.

(It must be remembered that the children in the program started the first grade with the arithmetic and reading skills equivalent to a beginning kindergarten child. As all of us in education know, this is a significant deficit for a first grade child and even more meaningful for an inner-city child.)

In their report, Mobicentrics stated that the Developmental Learning Program has met every objective and proved to be one of the strongest programs in the district. The dedication of the coordinator and the strenght of the staff make this program unique"

It is often very difficult to pinpoint the failure or success of a program since there are so many intangibles that are difficult to measure and categorize. A great deal of the credit must be due to the dedication and hard work of the Developmental Learning Staff itself but the support and cooperation of the District 7 and Title I Staff and the Administrative personnel in each school must also be regarded as a positive force behind these gains.

We are extremely anxious to share our findings and experience with anyone who is interested and welcome visits or inquiries concerning our program. If interested write or phone :

Dr. Daniel R. Prior
Developmental Learning Program
529 Courltandt Avenue Room 408
Bronx, New York 10451 (212) 635-4112

* The P.E.I.P.D. has been developed and standardized on the first grade children in our district. It takes approxiamately 20 to 30 minutes to administer and feeds back information on five basic areas (Gross Motor, Directionality, Visual Motor and Auditory). While it is obviously not an exhaustive, in depth study of the above areas, it does give us an overall picture of and individual childs' strenghts and weaknesses in these areas.

Dr. Daniel R. Prior
320 West 77 Street
New York, City N.Y. 10024
873-1185

DP/cds

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